

In the few brief remarks which I shall make, I should like to mention some of the aims of this convention. The first and foremost consideration is to interest the trustees themselves. We are not met here for any selfish purpose, but to discuss each other in the work. We want to better realize the responsibilities that are devolved on us as trustees. We want the information that may be of value to us in our work. I hope that on all hearts will rise the question, "What can I do?" and that there will be a response from every school board in the province. We want to know how to get the attention of the trustees. We want to know how to get the people to feel that they belong to the school and to take an intelligent interest in school affairs. We want to know how to get the attention of the public. The convention is that we may be able to gain the consensus of lay opinion in the school district. We may be able to use it as a medium between the people and the Department.

proposed to produce and to establish a system of an Imperial Bureau of Education, which would enable people to start their own special studies in the matter that was going on in the matter of education in another part. In this connection, he said there were no such Imperial Bureau of Education in Canada. He said Montreal does not know what Toronto is doing, and Toronto does not know what Winnipeg is doing, and the prairie provinces have no knowledge of what is going on in the city of Toronto. This is a matter to be taken under serious consideration.

Again, in Imperial educational matters, he might in our conventional assembly at conclusions which would be desirable of immense benefit to the educational system of the Empire. To obtain any of service not only to the community, but to the province as a whole, it is necessary that the Government on certain matters and they have not been slow to take action under their serious consideration of the school system, the school architecture, and other matters.

confidential advisor to all. And a teacher who should he not attend the meetings of the school trustees. He meets the trustees on an other footing—as a parliamentarian. "He reads papers or discusses questions." During the inspection tour the trustees learn from the inspector, and at the same time, the inspector learns from the trustees. In conclusion, I should like to thank the inspectors for their co-operation in suggesting names of persons to be on the committee. I might insist in the preparation of the program, and I should also like to thank the trustees for their committee for the very generous manner in which those who have prepared papers are honored.

The Trustees.

The only paper read during the morning was a very important and excellent one. It was submitted by a trustee, Mr. J. H. Smith, entitled "The Trustee, His Duties, Responsibilities and Privileges." At the close of a lengthy discussion took place in which all those who had participated. The discussion

to funds at their disposal. It is essential that the Government be in a position to put a proper value on education. It is doubtful if any other country has been able to do this. We have had a more promising future or greater or more splendid natural resources. For years the Canadian people have been talking and talking about their future or their natural resources, but at the present time you can see that the Government has not come to a statement bearing on the point. For instance a recent edition of one of our dailies stated that the Government has been told that in Scotland, one of our smallest provinces, mounted to one hundred million dollars the value of the coal reserves. I say stated that the value of the Colliery mines for 1908 would be twelve million dollars. Much has been said and much has been written about this new discovery we feel that the half has never been told.

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educational institutions are maintained
and perpetuated and our civilization
and advantages pushed to their limit.
Then we must see to it that our children

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